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ABSTRACT

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the laundry task easier and safer for older adults. The most frequently performed laundry tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each laundry task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

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ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: LAUNDRY

TEACHER'S MANUAL
AND
PARTICIPANT'S MANUAL

BY

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The module, Adaptations of Homemaking Skills for the Aged: Laundry, has been designed for your students in order that they might become: (1) more aware of the tasks that the aged homemaker faces, (2) more aware of the physical limitations that affect the aged homemaker, and (3) better acquainted with some of the adaptations in the home and in homemaking tasks which will make the laundry task easier and safer for the aged homemaker who has physical limitations.

Since the number of people over age 65 is increasing, independent living for the aged has become a major concern of home economists. The information that your students learn in this module will enable them to help aged people live independently in their own homes for a longer period of time. The module has been designed in such a way that it could be used with an entire class, part of a class, or even a single student. It can be used both inside and outside of the classroom.

After successfully completing this module, your students will be able to suggest adaptations in the home and in homemaking skills which will make the laundry task easier and safer for the aged homemaker. Your students could use this information to help aged relatives or neighbors. This module will also help your students to better understand the post-middle-age phase of the life cycle. They may form a more positive attitude about older people in general as well as gain a better understanding of aging as a life-long developmental process.

Some of your students may use the information they learn in this module as the beginning of their training in the field of home health care. Work opportunities are plentiful for people called by such job titles as homemaker-home health aides, home health aides, or homemakers.

You may be a teacher of adult students or if you are a secondary school home economics teacher, you may teach adult classes at night. This module can be used with adult students, too. Like secondary school students, the adult students may use the information to help aged relatives or neighbors and to better understand the aging process. Many middle-aged adults find the positions of homemaker-home health aide, home health aide, or homemaker to be excellent part-time employment. Adults who have not been in the work force for a number of years because of family or

other commitments often find these positions to be fulfilling employment when they return to work.

When you read the module, you will notice that only certain laundry tasks are discussed. It is not the intent of the module to present adaptations for an exhaustive list of laundry tasks. Therefore, only the most frequently performed tasks are discussed.

ORGANIZATION OF THE MODULE

The module has been designed in such a way as to allow students to work independently. Since the teacher interacts with students only when distributing and grading pretests and posttests, students are allowed to direct their own learning and to work at their own rate.

Pages i and ii introduce students to the module. Explicit *Instructions* for completing the module are given. *Performance Objectives* are stated so that students know exactly what they must learn. A *Glossary* of terms and definitions are provided on page iii to aid students in understanding the *Information Sheets.*

Page *1* contains the *Introduction to the Information Sheets and Learning Activities.* Pages *2* through *6* contain *Information Sheets* dealing with washing clothes and *Learning Activity One*; pages *7* through *10* contain *Information Sheets* dealing with drying clothes and *Learning Activity Two*; and pages *11* through *15* contain *Information Sheets* dealing with ironing clothes and *Learning Activity Three*. The module has been organized in this manner in order to stress adaptations in laundry skills to help the aged perform the various laundry tasks. Learning Activities are located immediately after the discussion of each task and its adaptations rather than at the end of the module. Arranged in this manner, they provide immediate reinforcement of the information about each task. This style of organization may also foster feelings of accomplishment in students who are unable to complete the entire module in one class period.

Quest Activities which students will enjoy performing are located on pages 16 through 18 of the module. These activities allow students to further explore the ideas which have been presented in the Information Sheets.

USING THE MODULE

The module can be used with any number of students. It can be used both inside and outside of the classroom with either secondary school students or adult students. The module may be used by itself or with other modules in this series (Adaptations of Homemaking Skills for the Aged: Housekeeping, Nutritional Needs, Food Purchasing, Food Management, or Working With the Aged).

Testing

After receiving a module and reading the Instructions on pages i and ii, each student will ask you for a Pretest and an accompanying Answer Sheet. You will find a master copy of the Pretest-Posttest in Appendix B of this manual and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. After completing the Pretest, the student will return the Pretest and the Answer Sheet to you. You should then evaluate the student's performance on the Pretest using the Key located in Appendix A of this manual. You should instruct those students who pass the Pretest by making 9 (90%) or more correct responses to turn to the Quest Activities on pages 16 through 18 of the module and do the activities there. Students who do not pass the Pretest by making 9 (90%) or more correct responses should be instructed to begin reading on page 1 of the module and read and complete Learning Activities until ready to take the Posttest. Be sure to give each student an Answer Sheet along with the module so they can write the answers to the Learning Activities located in the module.

After completing the module and preparing for the Posttest, each student will ask you for a Posttest and an accompanying Answer Sheet. Since the Posttest is the same as the Pretest, you will again find a master copy of the Pretest-Posttest in Appendix B and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. When the student returns the Posttest and the Answer Sheet to you, you should evaluate his/her performance on the Posttest using the Key located in Appendix A of this manual. You should then instruct those students who pass the Posttest by making 9 (90%) or more correct responses to turn to the Quest Activities on pages 16

through 18 of the module and do the activities there. Students who do not pass the Posttest by making 9 (90%) or more correct responses should be instructed to re-study the Information Sheets and Learning Activities in the module until they are ready to take the Posttest again. Each student should make 9 or more correct responses on the Posttest before going to another module.

Information Sheets and Learning Activities

The module instructs students to write their answers to all Learning Activities on an Answer Sheet. You will find a master copy of the Learning Activity Answer Sheet in Appendix D of this manual. If you notice a student writing directly in the module, you should remind him/her that he/she should write on the Answer Sheet provided so that the module will be reuseable.

The module also instructs students to use the Self-Check on page 19 of the module and to correct answers on their Answer Sheets. Students sometimes think that this is "cheating." If you notice that a student is not using the Self-Check and/or is not correcting his/her answers, you should remind him/her that it is both honest and necessary to do these things

Quest Activities

As previously mentioned, Quest Activities are provided in order that students may further explore ideas which were presented in the Information Sheets. Certain materials will be needed in order for your students to complete the Quest Activities. These materials are listed in Appendix E of this manual. Since your students will complete the module at different times, they will also begin to do the Quest Activities at different times. It is therefore important that the materials needed in order for your students to complete the Quest Activities are available when needed. It is best to obtain the materials before your students begin to work on the module.

While your students are required to do quite a bit of reading and writing in the module, the Quest Activities afford them a chance to experience some of the things about which they have been reading. By experiencing these things, your students will become more aware of the meaning of aging. You should encourage students to complete the Quest Activities by showing interest and enthusiasm about the activities.

Duplication of Pages

Since students will not write directly in the modules, you will need to duplicate only a few pages in order to re-use the modules. The master copy of the Learning Activities Answer Sheet

located in Appendix D of this manual must be duplicated each time the modules are to be used.

A master copy of the Pretest-Posttest is located in Appendix B of this manual. You will need to duplicate the number of copies which you will need in using the modules. Since students do not write directly on the Pretest-Posttests, you will need to duplicate copies only once. These copies can be used repeatedly.

REFERENCE LIST

General references on aging as well as references specific to laundry for the aged are included in the following list. You may want to read several of these in order to become familiar with some of the current literature on aging.

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REFERENCES ON LAUNDRY FOR THE AGED

REFERENCES

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Appendix A

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: LAUNDRY

PRETEST-POSTTEST

KEY

1. Sit while washing.
2. plunger
   scrubbing board
3. wheeled cart
4. Use a magnifying glass.
   Mark the different positions on the dial with bright colors.
5. wooden tongs
6. On a shelf in her waist-to-shoulder range.
7. Sit while ironing.
   Iron a few clothes at a time.
8. Use an iron rest.
9. Use a pad around the iron.
10. Iron a few clothes at a time.
    Increase the light in the room.
    Sit while ironing.
    Use a pad around the iron.

Appendix B

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

LAUNDRY

PRETEST - POSTTEST

Answer each of the following questions in the space provided on your answer sheet.

1. **Mrs. Smith is washing her clothes by hand. She gets very tired when standing for long periods of time. What could she do to make the task less tiring?**

2. Mr. Taylor prefers to stand when washing by hand. However, he has difficulty in getting his clothes clean. What are two things he could use to help in scrubbing his clothes clean?

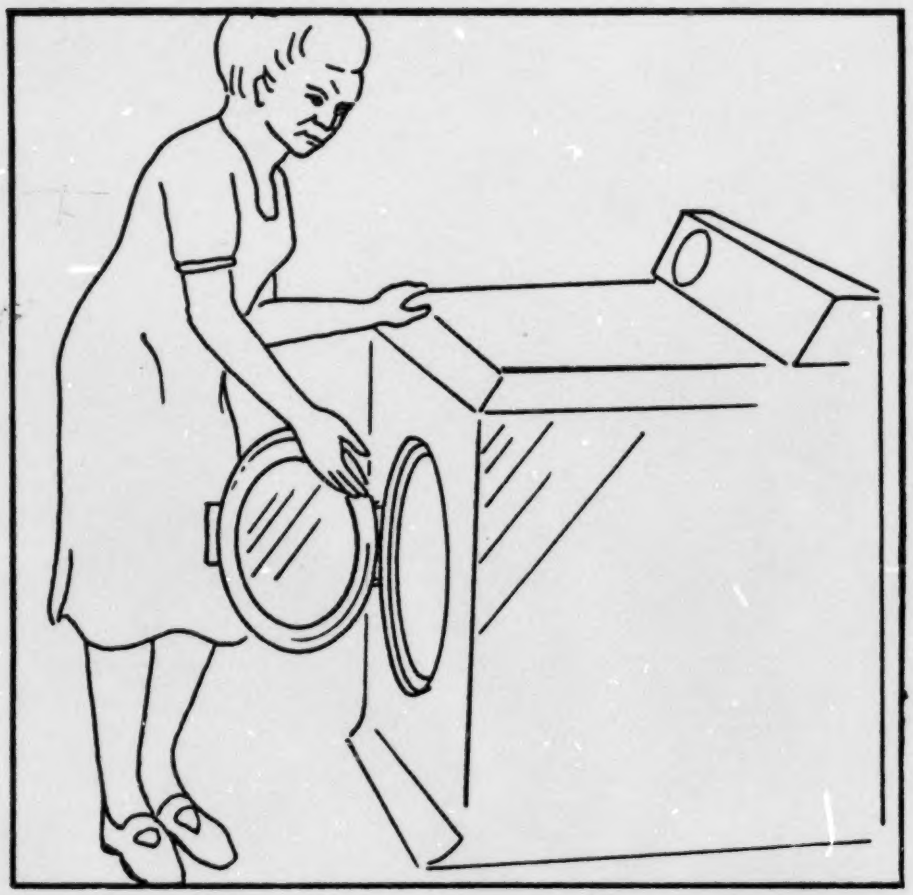
2

3. Mrs. Lane wants to carry her dirty clothes to the washing machine. Instead of lifting the heavy laundry basket, what could she use to make the task easier and safer?

3

4. Mr. Jones has difficulty reading the dial on the washing machine. What could he do in order to read the dial more clearly?

4



5. Mrs. Thomas is ready to take her clothes out of the dryer. The clothes are very hot! What could she use in order to avoid burning her hands when taking the clothes out of the dryer?

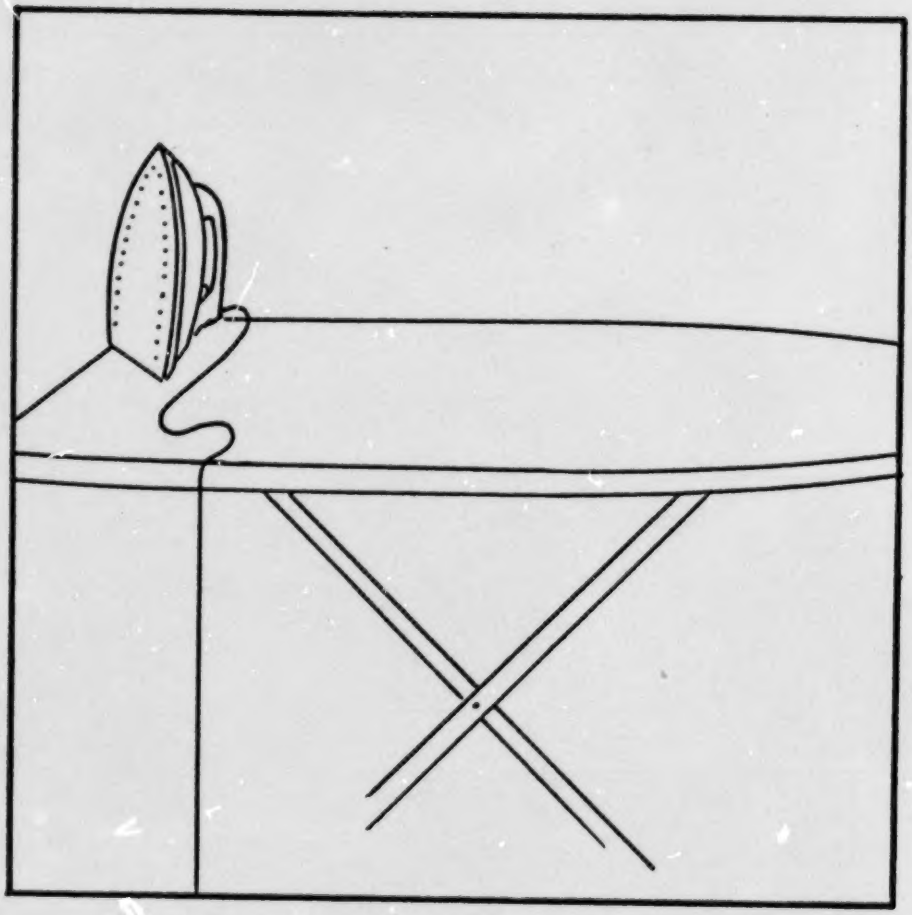
5

6. Mrs. Brewer is trying to reach a box of detergent located on a high shelf. Where would be a safer and easier place for her to store frequently-used detergents and laundry supplies?

6

7. Mr. Long has many clothes that he needs to iron. What are two things he could do in order to make the task less tiring for him?

7



8. This iron is not in a safe position. What could Mrs. Lee do to make this situation safer?

8

9. Mrs. Johnson burned her hand on the hot iron. What could she do to prevent herself from getting burned when she touched the hot iron?

9

10. Mr. Green is ironing a large load of clothes in a very dark room. He gets tired very quickly and has difficulty feeling sensations such as heat and pain. What are four adaptations that would make the ironing task easier and safer for Mr. Green?

10

Appendix C

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

LAUNDRY

PRETEST - POSTTEST

ANSWER SHEET

1.

2. A.

B.

3.

4. A.

B.

5.

6.

7. A.

B.

8.

9.

10. A.

B.

C.

D.

Appendix D

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED

LAUNDRY

ANSWER SHEET

LEARNING ACTIVITY ONE - PAGE 6

1. A.

   B.

2.

3.

4.

5. A.

   B.

6.

Turn to page 19 and check your answers!

LEARNING ACTIVITY TWO - PAGE 10

1.

2. A.

   B.

Turn to page 19 and check your answers!

LEARNING ACTIVITY THREE - PAGE 15

1.

2.

3.

4. A.

   B.

Turn to page 19 and check your answers!

Appendix E

QUEST ACTIVITIES	*MATERIALS NEEDED*
1. Exploring the Physical Limitations of the Aged	
A. Loss of Receptors for Touch and Pain	white glue 2-3 buttons of various sizes ladies' dress gloves rubber gloves clothing to be hand washed
B. Stiff Joints and Lack of Balance	4 pieces of poster board rolled into cylinders and securely taped masking tape shirt, clothing, wet laundry
C. Loss of Muscle Power	2 books of at least 2" thickness each jar with screw-on lid clock or watch
D. Visual Impairment	blindfold laundry to be sorted detergent box shirt
E. Lack of Energy	shirt full laundry basket
F. Combination of Physcial Limitations	all materials listed in 1, A-E
2. Writing a Case Study	no materials needed
3. Acting out Adaptations of Laundry Skills for the Aged	students will secure their own materials
4. Visiting an Aged Homemaker	no materials needed
5. Making a Poster or Bulletin Board	construction paper glue poster board felt-tip markers magazines pins tape stapler other materials as needed by students

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

LAUNDRY

BY

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INTRODUCTION

Because we can perform laundry tasks with relative ease, we sometimes forget that laundry tasks might be quite difficult for the aged homemaker. This module will help you become (1) more aware of tasks that the aged homemaker faces; (2) more aware of the physical limitations that affect the aged homemaker; and, (3) better acquainted with some of the adaptations in the home and in laundry tasks which will make these tasks easier and safer for the aged homemaker who has physical limitations. With this information, you will be able to help the aged become more independent and thus remain in their homes for a longer period of time.

INSTRUCTIONS

The steps listed below explain what you must do in order to complete this module. Read each of these steps, then return to step 1 and begin to work on the module.

1. Read these Performance Objectives:
   A. Identify one or more adaptations in the washing task, given a situation where an aged homemaker is washing clothes.
   B. Identify one or more adaptations in the drying task, given a situation where an aged homemaker is drying clothes.
   C. Identify one or more adaptations in the ironing task, given a situation where an aged homemaker is ironing clothes.
2. Make arrangements with your teacher to take a test (Pretest) based on the Performance Objectives you just read. Ask your teacher for a Pretest and an Answer Sheet. *Please do not write your answers on the Pretest!* Write your answers on the Answer Sheet.
3. Take the Pretest.
4. Return the Pretest and the Answer Sheet to your teacher. Let your teacher check your Pretest.
5. If your teacher tells you that you gave 9 (90%) or more correct responses on the Pretest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 16 of this module. If your teacher tells you that you did not give 9 (90%) or more correct responses on the Pretest, you should turn the page and begin this module.

6. Read and study the Glossary on page iii in order to become familiar with some of the terms that you will see on the Information Sheet.
7. Read the Information Sheet. Complete the Learning Activities in order to prepare yourself to take a Posttest. *Please do not write in this module!* Write the answers to each Learning Activity in the appropriate place on the Answer Sheet provided to you. After writing your answers to each Learning Activity, turn to the Self-Check on page 19 of this module and check your own answers. If you have any incorrect answers, change the answers on your Answer Sheet after looking at the Self-Check. Re-read any part of the Information Sheet with which you are having difficulty.
8. Make arrangements with your teacher to take a test (Posttest) based on the information in this module. Ask your teacher for a Posttest and an Answer Sheet. *Please do not write your answers on the Posttest!* Write your answers on the Answer Sheet.
9. Take the Posttest.
10. Return the Posttest and the Answer Sheet to your teacher. Let your teacher check your Posttest.
11. If your teacher tells you that you gave 9 (90%) or more correct responses on the Posttest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 16 of this module.

    If your teacher tells you that you did not give 9 (90%) or more correct responses on the Posttest, re-read and study the Performance Objectives and the Information Sheet, then re-take the Posttest until you give 9 (90%) or more correct responses.

GLOSSARY

1. *Adaptation* -- change
2. *Fatigue* ----- feeling tired
3. *Laundry* ---- the act of washing and drying clothes
4. *Aged* ------- retired people in the later stages of the life cycle
5. *Task* ------- any job that needs to be done

LAUNDRY FOR THE AGED

What could this aged homemaker have done instead of lifting this heavy laundry basket? He could have used a wheeled cart!

In working with or helping the aged, many considerations should be taken into account. Becoming older is a process which shows in the way older people perform certain tasks, including the laundry task. It is a simple task that everyone has to do. But how simple is it for an older person?

During the aging process there is a progressive physical decline. Older people become more sensitive to temperature changes and more likely to develop skin sores. Their joints stiffen and they do not have the strength they once had. Sometimes their eye sight also diminishes.

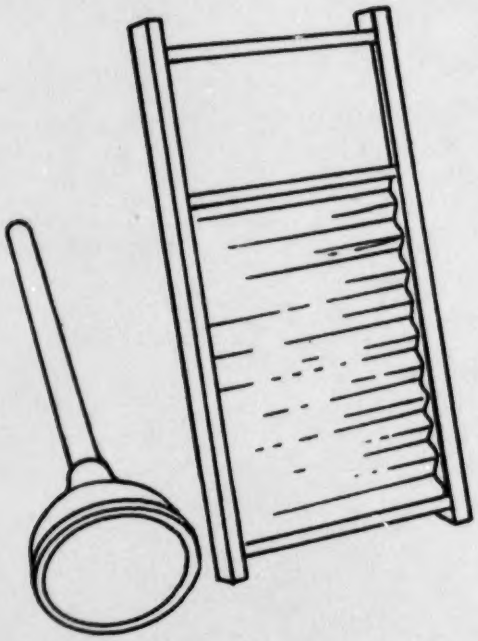
These physical changes are not the only ones which occur in older peoples' lives, but they will be the main concern when helping the aged with the laundry task. When doing the laundry, three tasks are performed:

Washing *Drying* *Ironing*

For each of these tasks there are certain adaptations which will make the laundry task easier and safer for the aged homemaker. This module will help you learn many of these adaptations of the *washing, drying,* and *ironing* tasks. Knowledge of these adaptations will help you in working with the aged either in your own family or on a job.

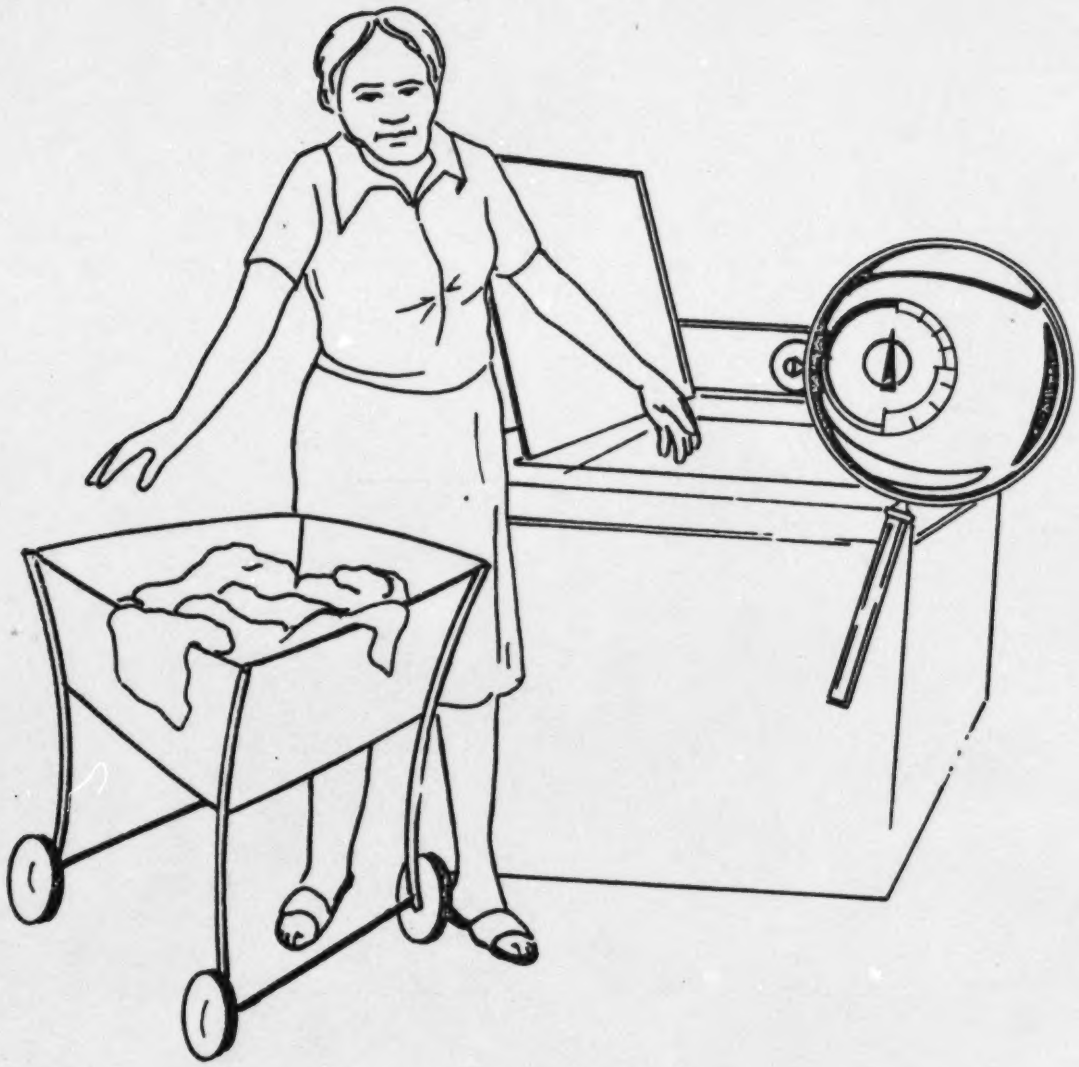
WASHING

This aged homemaker is washing clothes by hand. What do you notice about her position? She is sitting in order to avoid getting tired.



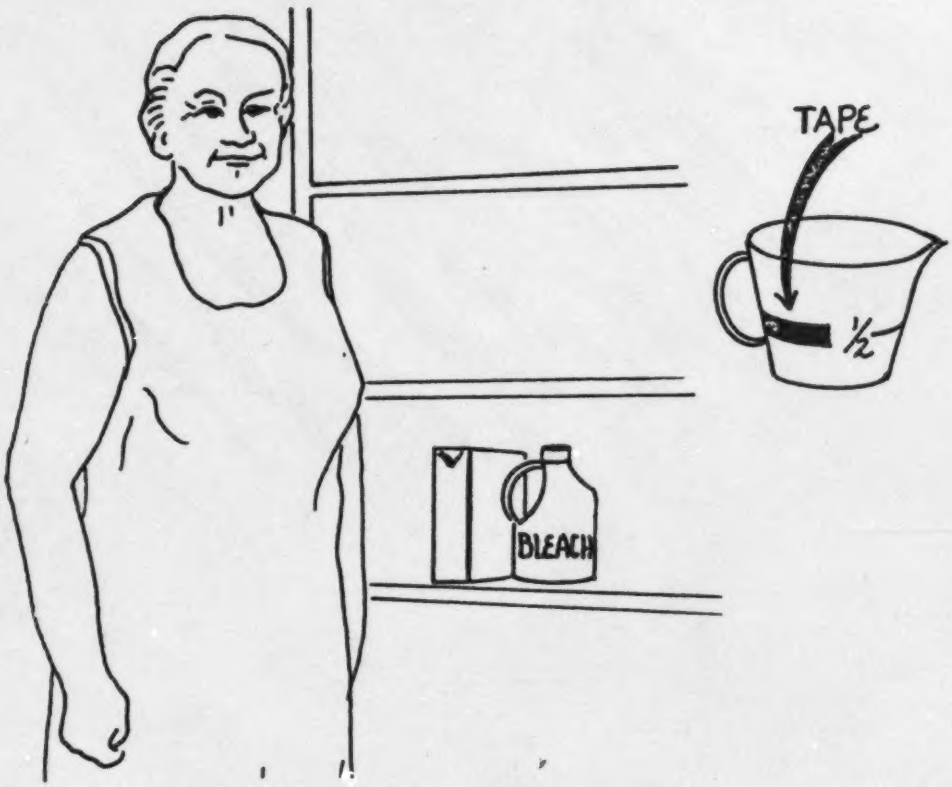
A scrubbing board or plunger may be used to remove dirt from clothes and to make the task less tiring. Because washing clothes by hand is tiring for older people, it is important to do whatever is necessary to help them avoid fatigue.

When washing clothes by hand, the aged homemaker should also use rubber gloves. Older people are sensitive to heat and the gloves will prevent the aged homemaker from getting burned when using hot water and strong detergents.



This aged homemaker is using an automatic washing machine to do her laundry. Because many aged people have poor vision, it is often difficult for them to read the dial on the machine. Marking the different positions on the dial with bright colors or using a magnifying glass are two ways of helping the aged homemaker in reading the dial.

The wheeled cart which this aged homemaker is using is also a great help in performing the laundry task. It will help the homemaker to carry the heavy load of clothes to the washing machine. It may also be used to carry the wet load of clothes to an outside drying line, to the automatic dryer, or to drying lines or bars located inside the home. In addition, the wheeled cart can be used as a hamper until the laundry is washed.



In the previous picture we saw how an aged homemaker with limited vision could perform the laundry task more easily. Reading the directions on a bottle of bleach or a box of detergent may also be difficult for the aged homemaker with limited vision. In order to correctly measure detergent and bleach, aged homemakers could use a plastic cup which holds the correct amount of bleach or detergent for a regular load of clothes. A measuring cup marked with colored tape could also be used. Shelves are sometimes located very high. It is then difficult for an aged homemaker to reach objects stored on the shelves. If laundry products are located on shelves in the waist-to-shoulder range of the aged homemaker, it will be easier and safer for the aged homemaker to use the products.

LEARNING ACTIVITY ONE

WASHING

Directions: Below you will find questions concerning the washing task. Write the answer(s) to each of the questions in the place provided for Learning Activity One on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 19 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. It is easier and safer for an aged homemaker to sit down when washing by hand. There are two other adaptations which can be used to reduce the physical effort of the aged homemaker. What are they?

2. Since strong detergents and hot water may harm the hands of aged homemakers, name one adaptation they can use to protect their hands when washing by hand.

3. Aged homemakers with limited vision could use a magnifying glass to read the directions on the washing machine. What else could they do in order to better read the dial?

4. What can an aged homemaker do instead of lifting a laundry basket?

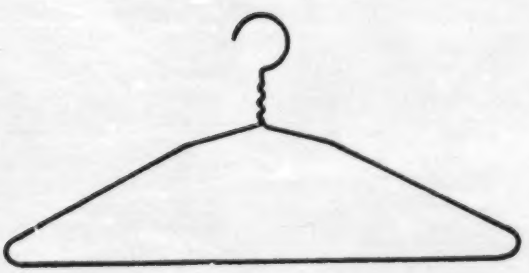
5. There are two things an aged homemaker can do to prevent accidents when using bleach. What are they?

6. On what shelves should laundry products be stored in order to make reaching them easier and safer for the aged homemaker?

DRYING

After washing clothes the aged homemaker is faced with the drying task. If the homemaker uses an automatic dryer, one problem may be the heat coming from the dryer.

What can the aged homemaker do when taking hot clothes out of the dryer? This homemaker is using a pair of wooden tongs so that there will not be any risk of burning his hands.



By making a few adaptations in the drying task, the aged homemaker can often avoid the fatigue of ironing. If clothes which are permanent press are hung on a rack or clothes hangers as soon as they are taken from the dryer, they will not need ironing. When sheets are taken out of the dryer, they could be placed right back on the bed. No ironing or folding would then be necessary. Other pieces of clothing such as towels and lingerie do not need ironing.

When using outdoor drying lines, it is important that the lines are located in the waist-to-shoulder range of the aged homemaker. A wheeled rack for hanging clothes could be used both indoors and outdoors. The aged homemaker should not have to stretch the arms too much to reach the line with the wet clothes. The wheeled cart is used here to carry the wet clothes to the drying line.

LEARNING ACTIVITY TWO

DRYING

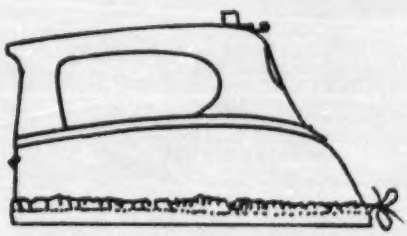
Directions: Below you will find questions concerning the drying task. Write the answer(s) to each of the questions in the place provided for Learning Activity Two on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 19 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. **Name one adaptation an aged homemaker could use to get the clothes out of the dryer.**

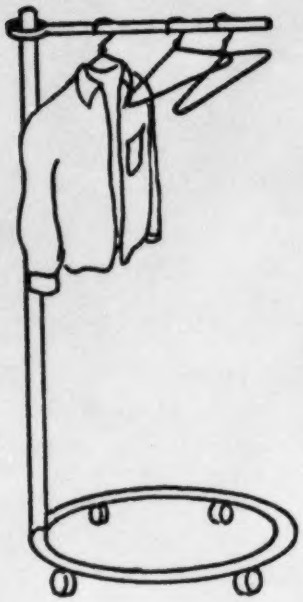
2. **Look at these pictures. Name two adaptations the aged homemaker could use to make the drying task easier and safer.**

IRONING

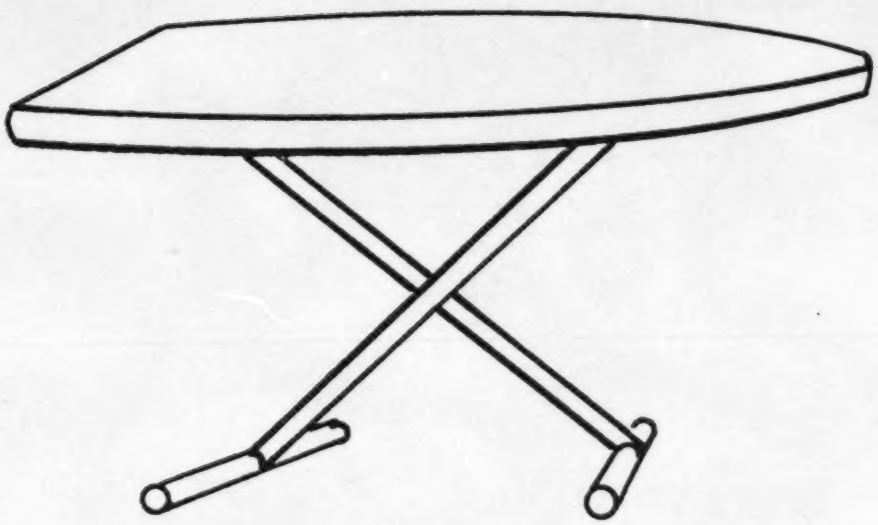
Ironing is a laundry task that can be very tiring especially when many clothes must be ironed. This aged homemaker is sitting to iron in order to prevent fatigue. If large loads have to be ironed, the aged homemaker may find it better to do the task over a period of days. Ironing small loads is easier and safer for the aged homemaker.



Several other adaptations can make the ironing task easier and safer for the aged homemaker. First, the room should be well lighted. When vision is limited and lighting is poor, ironing can be dangerous. The position of the iron is also important. Since an iron which stands on its end is likely to fall over and cause accidents, the iron should be placed on an iron rest. This makes the iron more stable and reduces the risk of an accident. A pad around the iron could also be used to prevent burning. The heat passes through the pad to press the clothes, but the iron will not be hot enough to burn the homemaker.



Unnecessary folding can be avoided by hanging freshly ironed clothes on a wheeled rack. However, if folding is necessary, a wheeled cart would be helpful to the aged homemaker when carrying the folded clothes to the closets and drawers.



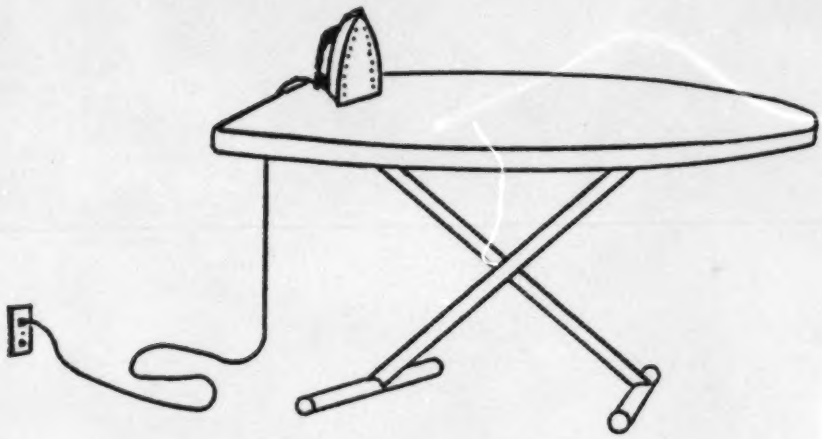
Finally, in a home where the space is available, it will be helpful to keep the ironing board permanently opened and in a safe place. This will eliminate the fatigue resulting from opening and closing the ironing board every time the homemaker needs to iron.

LEARNING ACTIVITY THREE

IRONING

Directions: Below you will find questions concerning the ironing task. Write the answer(s) to each of the questions in the place provided for Learning Activity Three on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 19 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

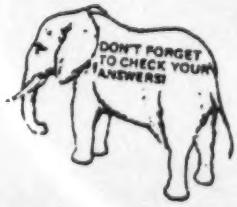
1. What can an elderly homemaker use to prevent getting burned when ironing?



2. Something is wrong in this drawing. What could the aged homemaker do instead of placing the iron on its end?

3. Aged homemakers can sit down to iron. What else can they do to prevent getting tired?

4. There are at least two more adaptations which can help an aged homemaker with the ironing task. What are they?



QUEST ACTIVITIES

I. It is sometimes hard for healthy younger people to understand the physical limitations that are part of aging. Try one or more of these activities to gain a better understanding of the physical limitations of the aged.

A. To explore how it feels to have a loss of receptors for touch and pain:

1. Put white glue on your fingers from the last joint to the finger tip. Let the glue dry thoroughly. Try to pick up a button off the floor.

2. Put on a pair of ladies' dress gloves. Again try to pick up a button off the floor.

3. Put on a pair of rubber gloves. Try to hand wash clothing.

B. To understand how it feels to have stiff joints and lack of balance:

1. Put poster board cylinders on both arms. Try to iron a shirt.

2. Put poster board cylinders on both legs. Try to put clothing away in a low drawer.

3. Put poster board cylinders on both arms and both legs. Try to move wet laundry from a washer to a dryer.

C. To experiment with how it feels to have a loss of muscle power:

1. Balance a book of at least 2" thickness on the palm of each hand while holding your forearms level with the floor. After doing this for 3 minutes, quickly lift the books to a shelf in a wall cabinet.

2. Balance a book of at least 2" thickness on the palms of each hand while

holding your forearms level with the floor. After doing this for 3 minutes, try to unscrew a jar lid.

3. Balance a book of at least 2" thickness on the palm of each hand while holding your forearms level with the floor. After doing this for 5 minutes, either try to lift the books to a shelf or try to unscrew a jar lid.

D. To experience how it feels to be visually impaired:

1. Blindfold yourself. Try to sort laundry.

2. Go into a dimly lit room or closet. Try to read the small print on the back of a detergent box.

3. Blindfold yourself. Try to fold a shirt.

E. To become familiar with how it feels to have lack of energy:

1. Run in place for 5 minutes. Try to iron a shirt.

2. Do 20 sit-ups or push-ups. Try to hand wash some clothes.

3. Touch your toes 20 times. Try to pick up a full laundry basket.

F. Since many aged people often have more than one physical limitation, combine two or more of the above activities. For example, you could blindfold yourself and put on a pair of ladies' dress gloves, then try to pick up a button.

II. Write a case study about a person you know (perhaps your grandmother, grandfather, or a neighbor). Include adaptations in the home and in laundry skills that you could suggest to this older person.

III. Pretend that you are an aged person. Act out various adaptations in laundry skills that make

housekeeping easier and safer for the aged homemaker (such as sitting to fold clothes). Using only your body and facial expressions to give clues to the adaptation you are acting out, act out the adaptations for one or two of your friends. Let your friends try to guess which adaptation you are acting out.

IV. Visit an aged homemaker. Observe his/her body movements and laundry routine. Write up your observations pointing out (1) the physical limitations of the aged homemaker, (2) the aged homemaker's laundry routine, and (3) adaptations in laundry tasks that you could suggest in order to make laundry easier and safer for the aged homemaker. Tell a friend about your observations.

V. Make a poster or bulletin board about laundry for the aged. You may work alone or with a friend.

VI. Help another student with the module after you have passed the posttest.

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED

LAUNDRY

SELF-CHECK

LEARNING ACTIVITY ONE - PAGE 6

1. A. Using a scrubbing board
   B. Using a plunger
2. A pair of rubber gloves
3. Mark the different positions on the dial with bright colors
4. Use a wheeled cart
5. A. Use a plastic cup which holds the correct amount of bleach for a regular load of clothes
   B. Use a measuring cup marked with colored tape
6. Shelves located in the waist-to-shoulder range of the aged homemaker

LEARNING ACTIVITY TWO - PAGE 10

1. A pair of wooden tongs
2. A. Lower the lines to the waist-to-shoulder range of the aged homemaker
   B. Use a wheeled cart

LEARNING ACTIVITY THREE - PAGE 15

1. A pad around the iron
2. Use an iron rest
3. Iron small loads or take several days to iron a large load
4. A. A well-lighted room
   B. Permanently-opened ironing board kept in a safe place